

Kentucky Teacher

March 1999

Interim accountability model is on the table for discussion

By **Faun S. Fishback**
Kentucky Department of Education

The Kentucky Board of Education has proposed an interim accountability model that could be used during the next two years to determine rewards and assistance for Kentucky schools. The temporary model indicates growth for the 1998-2000 biennium and sets the baseline scores for the 2000-2002 testing biennium.

The proposed interim accountability model is a "bridge from the past to the future," said Board Chair Helen Mountjoy of Daviess County. However, the model is "a very different approach, philosophically, than in the past" because schools will be compared to one another during the coming two years rather than to their own academic growth from the previous year's testing.

The state board selected the model after months of discussion and upon the recommendation of the National Technical Advisory Panel for Assessment and Accountability. The panel, which has advised the board on all technical aspects of developing the new testing system, characterized the model as statistically sound and offering Kentucky the ability to compare results during the transition biennium (1998-2000) between the state's old testing system and the new testing system.

The proposed model has been likened to the growth charts doctors use to monitor height and weight in infants. Though height and weight are dissimilar attributes, they can be used to give the doctors and parents a means of com-

paring one child with the "average" development of other children in that same age group. The configuration of the chart allows for comparison despite individual differences among children. It also allows for spurts in growth and for periods when a child's growth slows.

The proposed interim accountability model bridges KIRIS (Kentucky Instructional Results Information System) Cycle 3 (1996-98) to the first two years (1998-2000) of the Kentucky Core Content Tests, which are part of the Commonwealth Accountability Testing System (CATS). All data from all state tests taken in 1996-2000 will be used to set expectations for school performance. The model compares

how a school does with those expectations to determine rewards and assistance for the year 2000.

Those schools that meet or exceed the expectations will receive rewards. Schools that fall below the established expectations will be separated into two groups: The group nearest the line of expected performance (within one standard error of estimate) will have no negative consequences and no rewards; those significantly below the established expectation (at least one standard error of estimate) will be eligible for assistance. Because of the natural results of the mathematical formula that will be used, approximately 50 percent of the schools are expected to be in rewards in 2000,

roughly 35 percent will feel no impact and around 15 percent will be eligible for assistance.

State board members emphasized that this proposed model will be used only for the 1998-2000 biennium. They continue to work on the accountability model that will guide schools on the course to proficiency begun eight years ago. Both the interim model and the long-term accountability model (See Page 3) are explained in separate state regulations, which carry the force of law.

Other Action

The board also proposed other regulations that are creating the state's new testing system:

- A regulation that defines schools classified as A2 through A6 and specifies that students in these schools will be tracked back to the sending district for accountability purposes. If a district accountability program is not implemented by the state board, the student scores will be tracked back to the sending school.

- A regulation that establishes a process for a school to appeal a performance judgment it feels is "grossly unfair."

How to Comment

Teachers, administrators and others interested in education can let the state board know how they feel about the proposed accountability model and other regulations. A public hearing will be held on March 31 at 10 a.m. in the State Board Room in Frankfort. Requests to speak at the hearing or submittal of written comments for the hearing record must be made to Kevin Noland, Associate Commis-

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TEST DEVELOPMENT—Teachers Billie Travis (left) of Georgetown Middle School and Bennett Williams of Casey County Middle School confer while working on the mathematics part of the Kentucky Core Content Test, part of the state's new Commonwealth Accountability Testing System. More than 300 teachers have participated in test development. More than 6,000 have provided suggestions for improving assessment and accountability.

Photo by Rick McComb



Commissioner's Comments

New feature keeps Internet access control in local hands

By Wilmer S. Cody
Commissioner of Education

As educators, we embrace any resource that supports learning. One of those resources is the Internet, a tool that provides equal access to information. In Kentucky, equal access to information is essential to achieving our mission: equal, high-level learning opportunities for all students.

Even as we recognize the Internet's potential for teaching and learning, we acknowledge that not all Internet sites support our goals. Some are counterproductive and even inappropriate for in-school access. The 1998 General Assembly, recognizing the potential for inappropriate use of the Internet, passed a law requiring every school to use the latest available technology to impede access — especially students' access — to noninstructional sites. Educators eagerly sought advice about how to comply with the new law. A vast array of commercial "censorware" or site-blocking software

was available, but those programs gave corporations control over site accessibility, leaving no flexibility at the local level — and no dependable, long-term solution to the problem.

I am pleased to tell you that a new feature of the Kentucky Education Technology System now makes censorware unnecessary and achieves more satisfactory results. KETS now includes Microsoft Proxy Server, a program that provides a statewide system for Internet control while leaving districts and schools free to make their own Internet access decisions.

With KETS funding, the Department of Education is installing Proxy Server and providing implementation leadership for each of Kentucky's 1,400 schools and 176 district offices (as well as the department itself). This software has tracking, reporting, firewall and filtering functions. It identifies and logs the Internet sites visited from district and school computers. As a result, new capabilities are possible:

- Administrators can store frequently used instructional sites on a

school or district server to make them easily and instantly accessible. (This capability leads to exciting instructional benefits, which are outlined on Page 12 in this issue.)

- School and district technology coordinators can identify unacceptable sites and filter them out.

- District and school technology coordinators can identify users who violate the state, district or school Internet acceptable use policies.

In schools that deny Internet access to students who knowingly violate policy by seeking out unacceptable sites, this capability can provide a significant deterrent. Schools already using Proxy Server are finding the deterrent factor to be effective in keeping Internet users focused on instructional sites.

The schools' experiences indicate that this software supports the two goals that drive the Department of Education's approach to Internet use in the schools: First, we want to make teacher and student access to information as fast, easy and trouble-free as possible, while preventing access

to sites that do not support instruction. Secondly, we strive to keep Internet site access responsibilities and decisions — like decisions about library books and textbooks — at the local level. The state's role is to provide the tools districts and schools need to implement those local decisions and thus comply with the law.

The benefits and capabilities of this new KETS service goes far beyond the significant feature of controlling Internet access. Teachers will find applications that make the Internet a faster, more reliable resource than ever before. I hope you will explore the new software's many capabilities and use them. They can put the world at your fingertips.

Editor's Note: Details about Kentucky's applications of Microsoft Proxy Server are available at www.microsoft.com/proxy/showcase/kentucky.asp?A=3&B=2. For information about local plans for Proxy Server, talk with your school or district technology coordinator.

Kentucky Teacher FORUM

Open discussion about public education

Each month, *Kentucky Teacher* presents a topic and invites teachers' responses. This month's topic:

Web Sites for Teaching and Learning

No doubt about it: The World Wide Web is making a place for itself in education. An ever-expanding number of teachers and students are depending on the Web for information and communication.

The Questions

1. Sites for Teachers: What one Web site would you recommend as a starting place for teachers — especially those unfamiliar with the Internet? What does the site offer?

2. Sites for Students: What Web sites offer your students more in-depth information and content richness than they can find in their textbooks? How do your students benefit from these sites in your classroom?

To respond, send the Web addresses and brief descriptions, plus your name, mailing address, phone number, school and grade level. *Kentucky Teacher* will verify all comments before publication.

- Send e-mail to kylteach@kde.state.ky.us.
 - Send U.S. mail to *Kentucky Teacher*, 1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601.
 - Send a fax to *Kentucky Teacher* at (502) 564-6470.
- Watch future issues for a list of favorite education Web sites.

Interim accountability model

Continued from Page 1

sioner, Office of Legal Services, Department of Education, 500 Mero St., First Floor, Capital Plaza Tower, Frankfort, KY 40601, phone (502) 564-4474; fax (502) 564-9321.

The proposed interim accountability regulation and the long-term accountability regulation are posted on the Kentucky Department of Education's Web site at www.kde.state.ky.us. Feedback forms have been provided for those who wish to comment via the Internet.

Looking Ahead to April

The board also gave notice of its intent for a regulation that provides procedures for including special popu-

lations in the CATS tests. The regulation reaffirms the board's commitment to including all special populations in the testing system either through accommodations or alternate portfolios. The regulation includes specifics on how teachers can use accommodations to connect with instruction. The board will discuss the regulation further at its April meeting.

Also in April, the board will begin looking at a regulation on student accountability and continue discussion on the formula that will be used to determine long-term school performance classifications and school rewards.

Long term: How is accountability after 2000 shaping up?

The Kentucky Board of Education took a look during its February meeting at the regulation proposed to govern school performance classifications and school rewards after the year 2000.

The board heard the comments made during the Jan. 31 public hearing on the regulation. It also made decisions on several issues within the long-term accountability regulation:

- **School recognition points** — Proposed establishing five expected levels of growth for each school after 2000. The points for these levels will be defined by using baseline data so that some schools will be below the first or lowest point of recognition and the top level will be at 100. The three remaining points will be equal distances apart between the first and fifth points.

- **Weighting of multiple-choice and open-response items** — Proposed directing the testing contractor to create two scales for the Kentucky Core Content Tests: one for multiple-choice items (33 percent) and one for open-response items (67 percent) for the interim with continued study in the area of test development before committing to this weighting for the

long term. Board members stressed their continued commitment to open-response items as the weighting study begins.

- **Treatment of schools not conforming to the standard grade configuration** — Proposed that schools not containing both a 4th and 5th grade, a 7th and 8th grade or a 10th, 11th and 12th grade be combined into a single accountability unit. Schools without an end primary grade, 6th grade or 9th grade would have their accountability indices calculated without national norm-referenced test (NRT) data. Schools having more than one grade at which the NRT is administered would have those grades combined into the NRT component and contribute 5 percent to the school's overall accountability index.

A copy of the proposed regulation for determining school performance classification and school rewards after 2000 is on the Kentucky Department of Education's Web site (www.kde.state.ky.us). Comments on the proposal can be made on the electronic feedback form at the site. The board will consider the submitted comments when it meets April 12 and 13 to discuss the regulation.

New CATS presentation resource is available free on the Web

A new PowerPoint presentation about the Commonwealth Accountability Testing System is available free of charge at the Department of Education's Web site. Included are these resources:

- the background on events that led to the new system
- how CATS was developed
- specifics on all elements of CATS testing
- strategies for teaching students to answer open-response questions

successfully

- notes for presentations about CATS.

To download the new resource, go to the Department of Education's Web site (www.kde.state.ky.us) and click on CATS. For information, phone Robyn Oatley or Pam Clemons at (502) 564-3421 or send e-mail to roatley@kde.state.ky.us. For technical assistance, phone Tim Smith at the same number or send e-mail to tsmith@kde.state.ky.us.

Review of core content will bring state closer to world-class standards

By Faun S. Fishback
Kentucky Department of Education

Kentucky's "Core Content for Assessment" has become a guiding document for teachers as they work to improve student achievement. The National Technical Advisory Panel on Assessment and Accountability and WestEd, the assessment subcontractor developing the Kentucky Core Content Tests, have recommended that the core content be reviewed before any new test questions are developed.

Massive changes in core content are not expected, and the review will not affect this year's teaching or tests. It will build on the work schools have done to align curriculum and make certain Kentucky's core content is in line with national standards, said Education Commissioner Wilmer Cody.

Betty Edwards, director of the Kentucky Department of Education's Division of Curriculum Development, said the review should refine the core content document and clarify certain content areas, such as practical living/vocational studies and science.

The review process involves Kentucky teachers, administrators, parents, and business and university representatives. The process

includes four stages:

- **Benchmarking** — The "Core Content for Assessment" document will be compared to national standards in all content areas, and recommendations for improvement will be made.

- **Revision** — Teachers, content experts, university specialists and teachers of exceptional children will draft revisions at the elementary, middle and high school levels.

- **Public Review** — During May and June, the draft revisions will be distributed to every district and school for review and comment. Parents, educational organizations and advocacy groups, as well as agencies outside Kentucky, will review the draft revisions.

- **Final Revision** — This summer, subcommittees will review all comments on the revisions and make final changes to "Core Content for Assessment." The completed document will be distributed to schools and teachers in August and posted on the Department of Education's Web site at www.kde.state.ky.us.

Pre-test items will be developed based on revised core content and piloted in future tests as non-counting items before being counted on the Kentucky Core Content Tests.

NATIONAL BOARD CERTIFICATION:

By Sharon Crouch Farmer
Kentucky Department of Education

"... None of us can afford to become too comfortable with our own instructional practices, especially in today's society. Most of all, no child in our country can afford mediocre teaching, for no one rises to low standards."

— Deborah Tanebianco-Camp
Nationally Certified Teacher
(Early Adolescence/Generalist)
Lake Wylie School, Charlotte, N.C.

It's been called a reality check, a self-analysis and an awakening. It's purely voluntary, designed by educators and available throughout the nation. It requires commitment, determination and hard work.

"It" is the national certification of teachers. The National Board for Professional Teaching Standards (NBPTS) offers this certification in 21 fields, with work continuing on more than 10 additional areas of study. Certification in each area is based on a set of standards developed by committees composed of teachers and other authorities and structured around student development levels and subject areas.

An assessment process established by NBPTS helps identify and recognize teachers who effectively enhance student learning and demonstrate a high level of knowledge, skills, abilities and commitment in subject areas.

The following information from the NBPTS Web site answers frequently asked questions about national certification.

The Process

All NBPTS assessments consist of two major parts: portfolio entries and assessment center exercises.

The portfolio typically requires four classroom-based entries providing direct evidence of some aspect of the teacher's work. Two entries ask for a videotape of classroom interactions; the other two ask candidates to

collect student work. A detailed analysis of the teaching reflected in each entry is also required. Candidates also must document work with students' families, the community and colleagues, emphasizing the quality of the contributions rather than the quantity.

Assessment center exercises examine content knowledge. During four 90-minute sessions, candidates respond to specific prompts that may simulate classroom situations or explore con-



Photos by Rick McComb

Holly Ross, one of 12 Kentucky teachers with National Board for Professional Teaching Standards certification, guides student Kristen Meek in Holocaust research at Russell Middle School in Greenup County.

tent. Assessments take place each summer at more than 230 testing centers across the United States. Kentucky has assessment centers in Lexington and Louisville.

Eligibility

A baccalaureate degree from an accredited institution, three years of teaching at one or more schools and proof of a valid state teaching license

during that three-year period are required. Candidates do not have to be currently teaching, but they must have access to using one or more classes to meet the portfolio requirements. Teachers may apply for any certificate area. Certificates are valid for 10 years from the date of certification.

Kentucky subsidizes certification fees

The Kentucky Department of Education and the Education Professional Standards Board have received \$33,000 to subsidize fees for teachers applying for certification from the National Board for Professional Teaching Standards.

The FY '99 federal funds will pay 50 percent of the \$2,000 application fee for 28 candidates. "We'll also earmark \$5,000 to help teachers who have banked scores on parts of the application but need to retake other parts to become certified," said Janet Banta, director of the department's Division of Teacher Education and Certification. "If we don't use those funds, we'll roll them over and use them for first-time candidates."

Recipients of funding will be selected on a first-come, first-served basis through Banta's office. "We are going to make sure that funds are distributed throughout all eight regions," Banta explained. "We'll limit awards at first to the first three we receive from each region and move on from there."

Teachers interested in obtaining fee subsidies must submit their applications through Banta at the Division of Teacher Education and Certification (see "For More Information," Page 5).

Other Incentives

Kentucky's professional develop-

ment and advanced certification system coincides with national certification. The system, created by the Kentucky Education Professional Standards Board, grants the state's most advanced state certification to those who achieve national board certification. The incentive will permit the successful candidate to receive a Rank 1 salary increase that averages \$2,000.

Kentucky has also signed the National Association of State Directors of Teacher Education and Certification Interstate Contract. The agreement guarantees award of the association's highest-level certificate to any teacher who has obtained national certification in a corresponding certificate area as long as the applicant also holds a comparable and valid certificate issued by any member state. The applicant must also comply with any requirements of the receiving state regarding degrees held, citizenship and moral, ethical, physical and mental fitness.

Some local districts provide assistance or support to candidates. The Fayette County district supported Cynthia Turner with release times and resources. The local professional organization provided funding and other support. For Holly Ross at Russell Elementary, community businesses provided sponsorship to help defray costs.

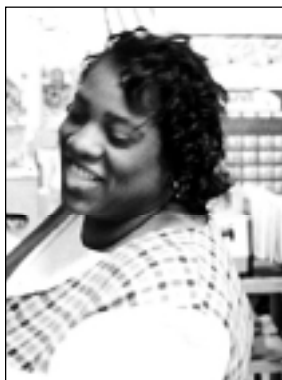
What is it? How does it benefit teachers—and their students?

Many teachers find that the national certification process affords them their first opportunity to systematically analyze both what they teach and how they teach. On this page, primary, middle and high school teachers who have obtained national certification talk about the process and its benefits.

Cynthia Turner **Stonewall Elementary, Fayette County**

The national certification process enabled me to better understand not only how I teach but why I teach toward certain concepts. My belief in my profession and its importance is restored. My teaching style is more focused and purposeful. The direct correlation with Kentucky's education goals enhances student learning potential and analytical thinking. Although it requires a lot of work and solid commitment, I encourage others to at least look into national certification.

NOTE: Contact Cynthia Turner by e-mail through the KETS global listing or at cturner2@fayette.k12.ky.us.



Julie Tallent-Chan **Seneca High School, Jefferson County**

National certification has had a tremendous impact on both me and my students. Today, I continually evaluate classroom activities and student responses analytically and more objectively and, if necessary, immediately take corrective action. My classroom videotapes made me realize how much better students respond to a positive classroom approach, and I have tried to meet that need. I am more proactive, pursuing professional development opportunities outside of Jefferson County.



I have fewer discipline problems because I am better able to motivate students. Students respond with greater depth of understanding because my assessment strategies are clearer. Students use more art content pieces in senior writing portfolios and score higher in the humanities.

National certification aligns well with Kentucky's education goals. The entire assessment is based on best practices and national standards within the content area. The relationship between teachers and students, families and the community is also a mutual focus.

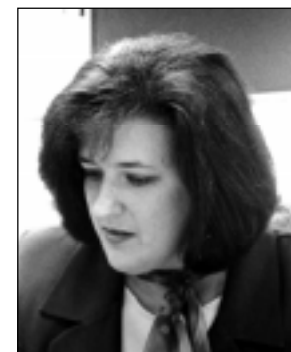
NOTE: Julie Tallent-Chan works with the Ohio Valley Educational Cooperative as a facilitator for art teachers who are applying for certification this spring. She may be reached by e-mail through the KETS global listing or at jchan1@jefferson.k12.ky.us.

Holly Ross **Russell Middle School,** **Russell Independent**

Overall, I felt much more gratification upon completion of the national certification process than I did when I completed my master's degree. This assessment related directly to the classroom and to my teaching skills. It was definitely one of the most rigorous and demanding projects I've ever undertaken, but far more worthwhile than most.

Candidates for certification must do a great deal of reflection, and that has carried over into my teaching. I now consider more fully the benefits of what and how I'm teaching and look at the methods from different perspectives.

I think it's great to have a national standard that is the same for all teachers, regardless of whether you teach in Los Angeles, Calif., or Russell, Ky., I highly recommend that other teachers pursue national certification.



NOTE: Holly Ross currently assists teachers throughout the nation who are working through the national certification process. She is available at school via e-mail at hross@russell-ind.k12.ky.us or by phone at (606) 836-8135.

From All Three . . .

Cynthia Turner, Holly Ross and Julie Tallent-Chan agree on several recommendations for teachers seeking national certification.

- Establish a good support system — at work and at home.
- Set a timeline for yourself and maintain good organization.
- Read as much about the certification process as possible before you start.
- Get a copy of the standards from NBPTS and study them.
- Don't underestimate what is required of you in the process.

Nationally Certified Kentucky Teachers **and Their Areas of Certification**

James Beirne, Early Adolescence/English Language Arts, Fort Thomas
Debra Fraley, Early Childhood/Generalist, Covington
Patricia Goetz, Middle Childhood/Generalist, Villa Hills
Lynn Hines, Early Adolescence/English Language Arts, Bowling Green
Barbara Martin, Early Adolescence/English Language Arts, Ludlow
Frances Peterson, Early Adolescence/Generalist, Russell
Teresa Phillips-Spurling, Early Adolescence/Generalist, Campbellsville
Betty Rhodes, Middle Childhood/Generalist, Lexington
Holly Ross, Middle Childhood/Generalist, Flatwoods
Julie Tallent-Chan, Early Adolescence Through Young Adulthood/Art, Louisville
Cynthia Turner, Middle Childhood/Generalist, Lexington
Tiffany Wheeler, Early Childhood/Generalist, Lexington

For More Information . . .

- **National Board for Professional Teaching Standards**
800-22-TEACH (for free application); on the Web at www.nbpts.org
- **Kentucky Department of Education**
Division of Teacher Education and Certification
(502) 573-4606; fax (502) 573-1610; e-mail jbanta@kde.state.ky.us

All Aboard the Learning Train!

Boxcar from the '40s teaches skills for the future

By Bruce England
Nelson County Schools

Bruce England is the community relations director for the Nelson County school district and a member of the Kentucky School Public Relations Association.

Learning is on track — literally and figuratively — at Kentucky Tech Nelson County Area Technology Center. Students in the center's wood manufacturing classes are restoring a wooden boxcar that enjoyed the post-war spotlight almost 50 years ago.

The boxcar is part of a "merci" (thank you) train sent to America by France in 1949. France sent 49 cars — one for each of the 48 states and an extra car for Hawaii and the District of Columbia — to show appreciation for American aid during and after World War II. Kentucky's boxcar became a school project when instructor Chris VerDow went looking for a project that would give students opportunities to learn skills and serve the community at the same time.

"I approached the Kentucky Railway Museum in New Haven to see if there were projects we could do in the shops that would be practice for the kids and benefit the museum," VerDow said. "In a discussion with Karl Lusk and Jeri Burks, we settled on this car." Lusk, the museum's director of development, and Burks, the museum's president, had the boxcar moved to the Kentucky Tech campus outside Bardstown last spring.

"The car needs a complete restoration," VerDow said. "There's lots of handwork, lots of woodworking. It really fits in with our introductory classes."

Students use modern materials but strive to make the restored features look authentic. When the Kentucky Tech students finish the restoration, possibly before this school year ends, the Railway Museum plans to place the car on permanent display.

"The students have really enjoyed working on this," said VerDow. "They've been far more interested in the history than I first expected. It's not often they have the chance to work on something of such value. They can take their kids to the museum someday and say, 'I worked on this.'"

Other classes climb on board

The train project involves students beyond Chris VerDow's wood manufacturing classes.

- Joe Grider's welding class is disassembling parts, repairing metal components and recreating missing or severely damaged hardware.

- Alice Boblitt's computer-aided drafting students have compiled measurements and created drawings for students to follow as they build needed parts.

- George Trumbo's carpentry students have built stairs and helped with construction in many different areas.

Some Nelson County High School students are involved, too.

- David Moore's technology education students are making a video and photographic record of the restoration. Some students will develop a brochure the museum could use to explain the history of the car. Others are scanning and enlarging photos of plaques found on other states' cars but long gone from Kentucky's car.

- Mary Spalding's art classes will use the enlarged photos to accomplish one of the most difficult aspects of the restoration: reproducing the 40 plaques.

- Freshman English students visited the car while studying World War II and related subjects.

To learn more about this project, call Chris VerDow at (502) 348-9096 or send e-mail to Bruce England at campup@bellsouth.net.



Student Chad Bottoms used an electric sander in the process of restoring the World War II-vintage Merci Train boxcar. The project is giving Nelson County students opportunities to learn technical and academic skills while providing a service to the community.



Photos by Rick McComb

The boxcar suffered decades of damage from the elements before students began their restoration work.

History of the Merci Train

Shortly after World War II, Americans responded to the devastation in Europe by distributing \$40 million worth of food and supplies throughout France and Italy on a 270-car American Friendship Train. Kentuckians sent enough food to fill eight of those cars.

The people of France responded by sending the 49-car Merci (Thank You) Train with thousands of gifts for distribution in America. The train arrived in New York aboard a freighter on Feb. 3, 1949. On Feb. 14, the boxcar laden with gifts for Kentuckians arrived in Frankfort. The car was on display there for a week, then for a month in Louisville. The Courier-Journal reported the car's contents: lace, statuary, paintings, objects of art, books, bells, medals, porcelain, trees for transplanting in American soil, letters and "thou-

sands of humble little gifts worth more in sentiment than intrinsic value."

Items were distributed to Kentucky museums, universities and libraries. The J.B. Speed Art Museum still has some art reference books from the train. The Kentucky Historical Society has a porcelain enameled painting, an engraving commemorating a World War I battle site, and a French painting of the Great Seal of the United States. A few more items may be owned by other Kentucky institutions.

Most items in the 49-car train, though, appear to have been forgotten or lost. While museums in Wyoming and Arizona have collections from their states' cars, most states seem to have no record of what happened to the train's contents. Only 34 of the Merci Train's 49 boxcars are known to exist today.

New 'home for history' will open April 10

A new showcase of Kentucky history and culture is set to open April 10, when the Kentucky Historical Society opens the doors of the Kentucky History Center in downtown Frankfort. The new museum and library facility is big enough that many artifacts collected over more than a century will be accessible to the public for the first time.

One of the center's major features will be "A Kentucky Journey," a 20,000-square-foot, permanent exhibit starting in Kentucky's prehistoric period and ending in modern times. (See Pages 8 and 9 for details.) A separate, 5,000-square-foot gallery will feature temporary exhibits of Kentucky artifacts and traveling exhibits from world-renowned history and art museums.

"We think this is a wonderful new

resource for all Kentuckians, especially educators and their students," said the center's director, Virginia P. Flanagan. "They can see exciting exhibits and participate in programs that explore all aspects of the state's heritage."

An advisory group of Kentucky educators has guided the Historical Society in making sure exhibits, presentations and programs align with public education goals, core content and the program of studies. Vicky Middleswarth, who manages the Kentucky Historical Society's museum education programs, says teachers will always have a key role in program planning.

"We will continue to consult with teachers and respond to their guidance," Middleswarth said. "We want the History Center to be a resource that supports teaching and learning

throughout the state."

The center has several features designed with school groups in mind: a safe, off-street loading and unloading area for school buses; a room for students' coats, book bags and lunches; and classrooms for hands-on learning. "Hands-On History" carts will feature items students can hold and examine. Teachers who schedule class visits to the center will receive pre-visit materials and interactive orientation programs that link the exhibit to core content.

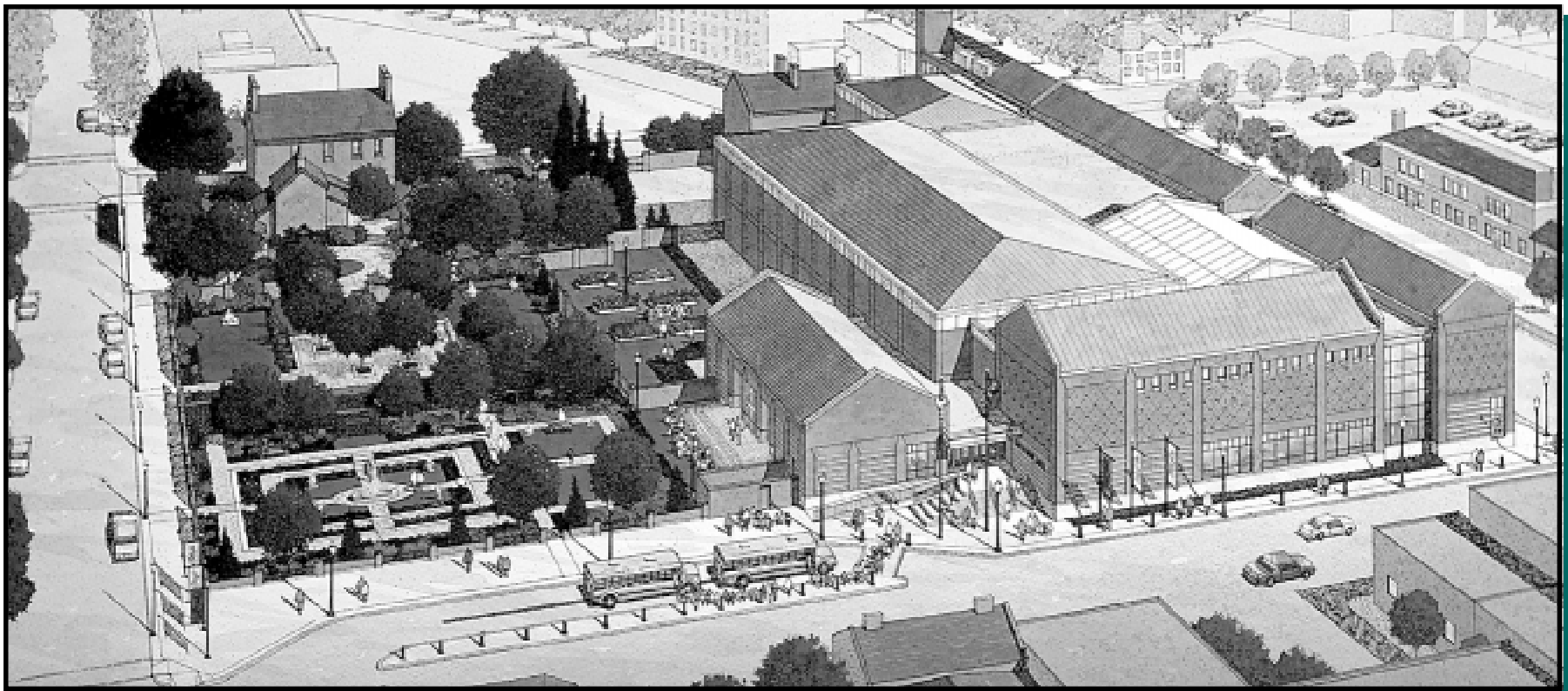
To learn more about the Kentucky History Center, visit the Web at www.kyhistory.org or write to the Kentucky Historical Society, PO Box 1792, Frankfort, KY 40602-1792. To get details about educational programs, phone Vicky Middleswarth at (502) 564-1792 or toll-free (877) 4HISTORY

(877-444-7867); or send e-mail to vicky.middleswarth@mail.state.ky.us. To schedule a visit, phone Carol McGurk at the same numbers or send e-mail to carol.mcgurk@mail.state.ky.us.

Special Event for Teachers

The Kentucky Historical Society and the Kentucky Department of Education invite all Kentucky teachers to an "educators only" tour of the new Kentucky History Center in downtown Frankfort. The event is set for 4 p.m. to 6 p.m. Tuesday, April 13.

Reservations are required. If you plan to attend, please notify Vicky Middleswarth at (502) 564-1792; toll-free (877) 4HISTORY (444-7867); or vicky.middleswarth@mail.state.ky.us.



Take your students on a phen

A Kentucky

A feature of the Kentucky History Center, a new edu

✦ *A chronological stroll through 20,000 square feet of stat*

✧ **Prehistory (10,000 B.C.-A.D. 1775)**

Visit a recreated prehistoric Indian house; view a mural of a prehistoric hunting camp.

✧ **Frontier (1750-1800)**

Board a flatboat filled with goods; then see how those goods, once delivered, are used by a typical household of the time.

✧ **Ante-bellum Age (1800-1860)**

Stop by an early Kentucky tavern (similar to today's country inn).

✧ **Civil War and Reconstruction (1850-1870)**

See how a house in Perryville became a Civil War field hospital; learn about 19th-century medical practice in an army surgery tent.

✦ *More than 3,000 artifacts from the K*

✦ *Orientations f*

✦ *Classroom connections — All programs grounde*

✦ *Costumed the*

✦ *Traveling exhibits from local communities a*

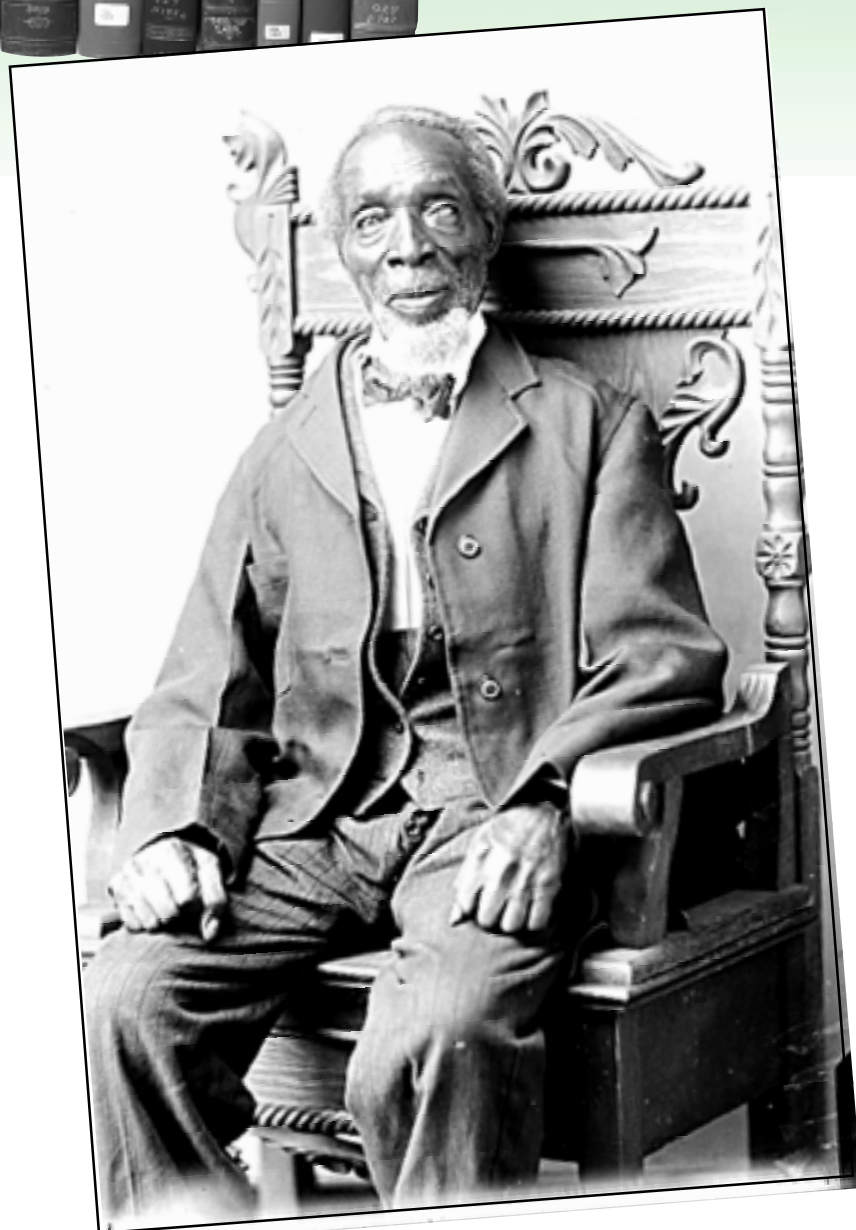
Opening April

Hours (all E
Tuesday, Wednesday, Friday
Thursday — 1
Sunday — 1
Monday

Other Frankfort resources from the Kentucky Historical S

For information or sc
(502) 564-1792 or toll free (8
www.ky

vicky.middleswar
Kentucky Historical Society, PO B



phenomenal trip through history.

My Journey!



educational resource of the Kentucky Historical Society

state-of-the-art interactive displays and life-size environments:

*** Gilded Age (1870-1910)**

Visit a Victorian parlor; see items featured at the 1883 Southern Exposition in Louisville.

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Peaks Mill Reading Raids take students by surprise

By Sharon Crouch Farmer
Kentucky Department of Education

It's a quiet afternoon at Peaks Mill Elementary in Franklin County. The school chorus is practicing in the gym; sounds of teaching and learning drift from a few open doors. That's *before* the wail of a siren pierces the air and a voice over the public address system announces that the school is in the thrust of a Reading Raid.

Parent and PTO member Andi Hillard dispatches firefighters, police officers, veterinarians and other volunteers to various classrooms with books in hand. The volunteers read and talk to the students, answering and asking questions, for about 20 minutes.

Primary teacher Martha Glass wel-

comed Franklin County firefighters Mike Oerther and Brian Perry into her room. Perry had been Glass's student when he was in the first grade.

"In addition to reading to the class, Brian told the students how much he enjoyed Peaks Mill as a student and how important it is to learn to read," Glass said.

Peaks Mill Principal Mary Salsman introduced the idea of Reading Raids at a meeting of the PTO. "We had just reviewed our reading goals from the consolidated plan," Salsman said, "and I told them this seemed like a great way to involve parents and community."

Teachers don't have to prepare. Parents organize the raids to happen

at the end of the school day to prevent disruption. Students respond enthusiastically. Parents participate in learning. Community members get involved. Many of the readers donate books to the school.

For the first raid, Hillard organized parent volunteers who dressed up as various characters. The next raid involved community leaders. "In December, they brought in Santa and set up a fireplace hearth," said Salsman. "Santa sat in a rocker as parent Nancy Denney read stories to the entire school."

For information, contact Salsman at Peaks Mill by phone at (502) 875-8450 or by e-mail through the KETS global listing or at msalsman@franklin.k12.ky.us.



Franklin County veterinarian Carolyn Bevens Taylor was one of the "raiders" in the Reading Raid at Peaks Mill Elementary. In addition to reading to students, she shared information about her profession.

Photo by Sharon Crouch Farmer

What's your out-of-the-box idea?

You probably have a "crazy" idea for bringing innovation and excitement to teaching and learning. Why not follow up? Your idea just might work! When it does, share the news in *Kentucky Teacher*. Send information to kyteach@kde.state.ky.us or call Fran Salyers at (502) 564-3421.

Board calls for comments on new technology standard for teachers

The Kentucky Education Professional Standards Board seeks comments on a proposed standard designed to ensure that new and experienced teachers have skills to use technology effectively in instruction.

If approved this spring, the new standard could be incorporated into the performance standards for teacher preparation and certification during the 2000-01 school year.

District and state education technology leaders had asked the board to address concerns that beginning teachers are not adequately trained to use technology in instruction. A standards board subcommittee investigated technology implementation and proposed setting a separate technology standard for all teachers. The standard includes 16 criteria for the effective use of technology for student instruction and teacher professional development.

The standards board has distributed the proposal statewide and plans to post it on the Department of Education's Web site (www.kde.state.ky.us) on or before March 1. The board asks these specific questions:

- Do you believe a separate standard would increase teacher knowledge and skills?
- Are the proposed performance indicators clear and reasonable?
- What problems would you have supporting this standard with equipment, training or supervision?

Standards board members request that comments be submitted before March 28. Send comments or requests for copies of the proposed standard to Eileen Whaley, Division of Teacher Testing, 1024 Capital Center Drive, Frankfort, KY 40601; ewhaley@kde.state.ky.us or through the KETS global listing; (502) 573-4606.

Educators attending the Kentucky Education Technology Conference in Louisville may join group discussions with a standards board member on March 5 at the Hyatt Regency and March 6 at the Commonwealth Convention Center. Both discussions will begin at 2 p.m.

Central City teacher's idea sends *Curious George*[®] packing

By Faun S. Fishback
Kentucky Department of Education

About a year ago, Vickie Hunter, a primary teacher at Central City Elementary in Muhlenberg County, decided to send the well-known storybook character Curious George packing.

Borrowing an idea that has been used in many classrooms, Hunter wanted to mail several small Curious George dolls to classes that would share information with her students. Through the dolls, her students would learn about children in other parts of North America — how they live and what they like to do.

Her twist to this activity: She wanted to post the information about Curious George's travels on the Internet to share with other classes. Despite the fact that she would have to do the work on her home computer — until recently Central City Elementary had only one computer connected to the Internet — she approached Houghton Mifflin, publisher of the Curious George books, with her idea and asked permission to use his image. Company officials liked the idea so

much they offered to design and maintain the Web site,

which they posted at www.curiousgeorge.com/travels.

Hunter's class remains heavily involved in the project. Hunter established a schedule for three George dolls to visit about 35 schools this academic year. The first classrooms to host Curious George belonged to teachers on an electronic "mailing," or listserv, to which Hunter belongs. However, she paid attention to having the dolls in specific places during the year: One George was in Massachusetts during Thanksgiving; another spent Christmas in Hawaii.

Hunter's class packs each doll with a camera, a travel journal, and information and a video about Central City Elementary students. Recipient classrooms answer questions about the sights and people George might see and enjoy while visiting. Hunter works with a Houghton Mifflin employee to see that answers and photos her class receives are posted on the Web site.

"We've been getting several items every week. We've integrated this information into all areas of our curriculum," Hunter said. "It's been a bigger success than I've ever imagined."

Hunter charts the responses sent by the recipient schools. Her students use the information to compare and contrast cultures, weather, children's different interests, and native animals and their habitats. They follow the dolls' travels on a map and discuss information they glean from the photographs they receive. They read the information from the other classes' journals and write thank-you notes

back to schools. They also will write their own Curious George adventure based on information they've received, Hunter said.

"It's amazing what the children know as a result of this project," Hunter said. "They are seeing everything through George's eyes. It brings it down to their level."

"The children love to read about different places. Many of my students will never, ever get to do and see things like this," she added. Curious George has spent time in the Arizona desert, seen a ball game at Wrigley Field, visited a gold mine in Georgia and ridden in a race with NASCAR driver Casey Atwood.

This summer, Hunter will take George with her to Europe. "I'm going to put together a photo album with pictures and captions to use as an informational book in my classroom," she said. "It will be titled, 'Curious George is Curious About Europe.'"

Hunter's class shares all the information and mementos it receives with other Central City Elementary students in a hallway display. Hunter said she is excited about the recent installation of Internet access in her classroom so her students can have direct access to the Curious George Web site. "There's a common misconception that computers can't be used with younger primary students," she said. "This site shows there's more than research on the Internet, and primary students can learn from it."

Other schools in Kentucky can participate in the Curious George information exchange by visiting the Web site. Students also are invited to submit art-



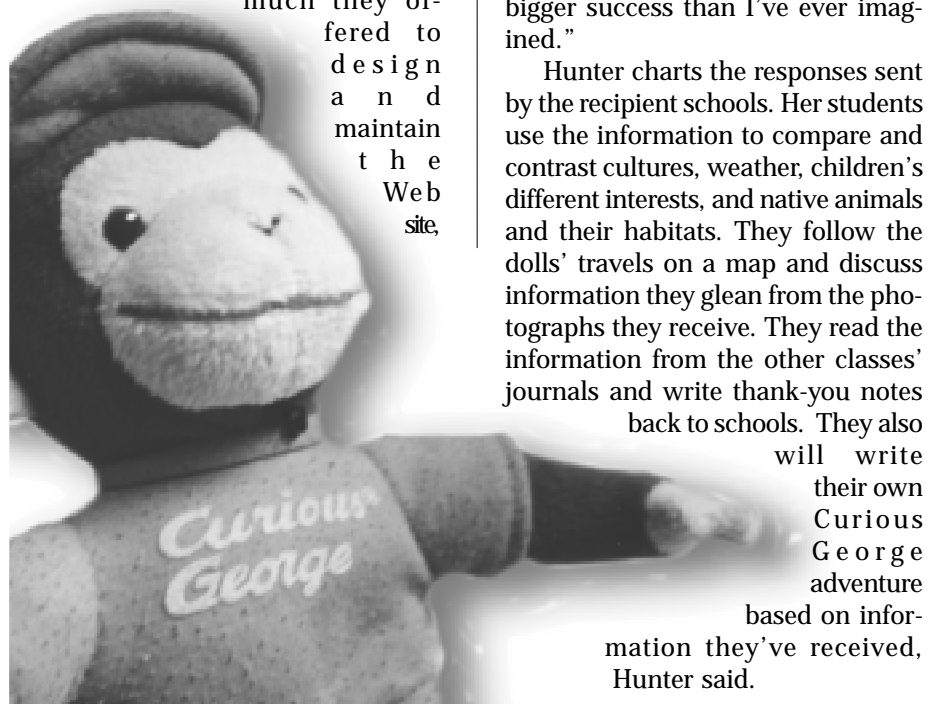
Teacher Vickie Hunter watches Bailey Morris and Johnny Bilbro chart information to compare and contrast life in various North American locations.

Photos by Rick McComb

work, photos and writing that can be displayed in the Web site's student gallery.

Curious George's itinerary for the 1999-2000 school year is still open. Kentucky teachers who want to invite him to visit their classrooms can contact Hunter at (502) 754-4474 or by e-mail at vhunter@muhlon.com.

Vickie Hunter encourages Kentucky teachers to join professional "mailings," or listservs, that offer free networking with teachers around the world. She recommends mailings found at www.teachers.net/. Teachers she corresponds with from this site are interested in education, sharing ideas and working together on national and global activities, she said.



Cody appoints new associate

Commissioner Wilmer Cody has appointed a career educator and school administrator, Linda H. Houghton, to be the Department of Education's associate commissioner for academic and professional development.

Houghton came to Kentucky from Alabama, where she was executive director of professional development, grants and research for the Birmingham Public School System. She has also served as a principal, assistant superintendent of instruction and teacher.



Linda H. Houghton

She holds a doctorate in education leadership from the University of Alabama, a master of arts degree from Northern Arizona University and a bachelor of science degree from San Diego State University.

Contact Houghton at the Department of Education, 500 Mero St., Frankfort, KY 40601; phone (502) 564-9850; or e-mail through the KETS global listing or to lhoughto@kde.state.ky.us.

Educators eligible for aid to become school counselors

The Kentucky Counseling Association and participating colleges offer financial help to educators interested in taking summer courses to prepare themselves to be school counselors.

Eastern Kentucky University, Lindsey Wilson College, University of Louisville, Morehead State University, Western Kentucky University and Xavier University will provide tuition waivers.

Preference will be given to beginning master's degree students. The association provides up to \$100 for textbooks.

Documentation of acceptance by the participating university, a letter of recommendation and a completed application are due by April 15. Call the Kentucky Counseling Association toll free at (800) 350-4522 or (502) 223-5905 for information and applications.

Three 'CP' telecasts to be offered in block feed on March 31 on KET

Three Department of Education telecasts on consolidated planning, originally presented on KET Star Channel 703 on Feb. 11 and 18 and March 1, will be presented again to districts and schools in a block feed on March 31. The feed will begin at 6 a.m. ET and end at 10:30 a.m. ET on Star Channel 703.

All three programs are designed for educators to tape and use as technical assistance resources throughout the consolidated planning, implementation and evaluation process.

- Consolidated Plan: Readiness

(Session #1)

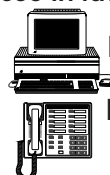
- Consolidated Plan: Leadership and Component Managers (Session #2)

- Consolidated Plan: New Data, Adjustments and Second-Year Application (Session #3)

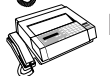
Related materials and hand-outs are available on the Internet. Go to kdeweb.kde.state.ky.us/consolidated/. For more information, phone Shirley LaFavers at (502) 564-2116 or e-mail her through the KETS global address list or at slafaver@kde.state.ky.us.

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Teachers: *Kentucky Teacher* wants to know what you think, what you need from the Department of Education, what you want to see in future issues.



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New software allows schools to build own electronic libraries

By the end of June, each Kentucky school will have the ability to create an electronic library of Web sites selected by its own teachers. Teachers in each school can select and save Internet sites they want students to access for class assignments in the electronic library.

This means Internet information and resources will be available when teachers and students need it, even if the school's network connection is down.

If this sounds very high-tech, it is. If this sounds too good to be true, it's not.

Microsoft Proxy Server, purchased by the Kentucky Education Technology System for school districts, makes this quick, local access to Internet materials possible. The software allows schools to save copies of Internet material on local file servers, where they are accessible to all computers in the school. The software can be configured to refresh the material at regular intervals.

The software also allows schools to select and block Internet sites that the school deems inappropriate. (See Page 2 to learn more about how this software provides a statewide system for Internet control while leaving districts and schools free to make their own Internet access decisions.)

The software offers these benefits to schools and districts:

- Sites frequently used by teachers and students are automatically stored on the server and are instantly available.
- The reliability of the Internet as a classroom tool is increased, since material can be accessed quickly even if the school's network connection is down or the Internet is very slow.
- Teachers can select and download content before students actually use the materials.
- Teachers can access new Internet sites and make them available while students are working on a lesson.
- More than one teacher can use the same material at the same time in different classrooms.
- Access speed to Internet information is greatly increased without the expense of adding more bandwidth to special high-speed Internet connections. This saves the school, the district and the state money.

Nearly half of Kentucky's schools are using the new software. To find out when it will be available for use in your classroom, contact your school or district technology coordinator. For more information about the software's instructional and acceptable-use applications, visit www.microsoft.com/proxy/showcase/kentucky.asp?A=3&B=2 on the Internet.

KET Resources and Services

New and repeat programs support Kentucky's teachers

Harvard-Smithsonian Math-Science Seminars

Kentucky Educational Television will make it easy for teachers throughout the state to see a new eight-part seminar series scheduled for national broadcast on the Annenberg/CPB Channel during March and April.

The series, "Looking at Learning... Again," is produced by the Harvard-Smithsonian Center for Astrophysics for P-12 mathematics and science teachers. This series will feature seven leading educators and their ideas on how students really learn. KET will tape the seminars and broadcast them free of charge to viewers on a delayed basis.

Participants are encouraged to join the channel's e-mail discussion center CHANNEL-TALK to share observations, raise questions and participate in on-line activities with other workshop participants.

KET will present these seminars from 3 p.m. to 4 p.m. ET (2 p.m. to 3 p.m. CT) on KET Star Channel 703:

- March 5: The Many Faces of Learning: Reflection on beliefs about learning and reexamination of the learning process
- March 12: Eleanor Duckworth on Intellectual Development
- March 19: Joseph D. Novak on Conceptual Thinking
- March 26: Hubert Dyasi on Inquiry
- April 2: Constance Kami on Idea Making
- April 16: Howard Gardner on The Mind's Intelligences
- April 23: Michael Resnick on Design, Construction and Technology
- April 30: William Schmidt on The International Picture

Teachers who participate in the entire workshop series are eligible for two graduate credits from Colorado State University. Tuition for the course is \$95. Certificates of participation are available at no cost.

To learn more about these workshops and postbroadcast opportuni-

ties, visit the Annenberg/CPB Channel's Web site at www.learner.org/channel/workshops, call (800) 228-8030, or send e-mail to channel@learner.org.

Professional Development for April and May

Professional development on KET in April and May includes several new offerings and some repeats of especially popular programs.

April

- Teaching AP Courses: Biology, Calculus
- Foreign Language Swapshop
- Transforming Middle Schools through "Different Ways of Knowing"
- Key Algebraic Concepts

May

In response to teacher demand, KET will rebroadcast last fall's three seminar series on reading:

- Reading Recovery and Early Literacy — Three 90-minute programs introduce a one-on-one, accelerated learning approach that moves struggling early-primary readers to class average or better. Viewers see examples of a 30-minute lesson; a training session for teachers; information on Kentucky's new early literacy initiative and grant application process; and early literacy extensions on the guided reading approach in a classroom.
- Improving Student Performance in Reading: Remediation Strategies for Intermediate and Middle School — Three 90-minute programs provide proven strategies for identifying areas in which struggling readers need help and strengths on which to build. These strategies also enable teachers to manage effective reading programs; provide creative opportunities for all students to use language; motivate reluctant readers; help students strategically approach narrative and informational texts; and help students build frameworks for comprehending what they read.
- Teaching High School Reading —



Photo by Rick McComb

BRUSHING UP—Missy Sizemore paints the underside of her desk during a Sistine Chapel project at Perry County High School. The project was part of teacher Angie Everidge's world history class.

This seminar shows how the reading workshop operates in concert with the writing workshop in a high school English classroom, including how students can acquire and use active reading skills to appreciate and understand literature. Also included are ways to balance student choice and accountability and strategies to assess student progress.

These KET professional development seminars are protected by federal copyright. Only schools and districts that have registered and paid have permission to use them. For registration and information, call KET Professional Development at (800) 432-0951.

KET plans to mail a listing of professional development programs for 1999-2000 to every school in early March.

Videos and Teacher's Guide on Architectural Heritage

A teacher's guide is now available for a six-part KET video series, "Kentucky's Built Environment: From

the Ground Up." This series visits 120 Kentucky sites and features more than 100 archival images in a focus on architecture in history and heritage.

The teacher's guide presents two nine-week units of study aligned with the state's academic expectations and core content from goals 1, 2, 5 and 6. Discussion questions and activities are designed for advanced middle school and high school students. Some activities support student writing (literary, transactive and personal expression), group projects and oral presentations.

To order the teacher's guide, send \$20 per copy payable to Joanne K. Guilfoil, College of Education, Eastern Kentucky University, 112 Combs Building, 521 Lancaster Ave., Richmond, KY 40475-3102. For details, phone Guilfoil at (606) 622-2163.

Many schools taped the six 30-minute programs when KET broadcast them in a block feed to schools in January. The series is available for purchase for \$39.95 from Instructional Resources Coordinator, KET, 600 Cooper Drive, Lexington, KY 40502-2296; fax (606) 258-7399.

New Professional Advancement Opportunities for Teachers

Seeking a salary rank change? Department and KEA team up to offer orientation sessions

Any teacher planning to apply this year for Rank II or Rank I certification or salary rank change through the Continuing Education Option may attend an orientation session in March.

The Continuing Education Option permits a teacher to design an individual professional development process instead of taking only prescribed postgraduate courses to climb the certification and salary ladder. The Department of Education will offer the sessions at re-

gional locations throughout the state. Participants will receive a sample professional development plan, a scoring framework, model portfolio pieces, a timeline for completion and an application form.

Any teacher who attends an orientation session will be permitted to submit a professional development plan between July 15 and Aug. 15, 1999, for review and comment. Once the plan is approved, the teacher will implement the plan, participating in professional development activities

that may include college course work, independent research, field experiences, peer coaching and independent readings.

Between April 15, 2000, and May 15, 2000, the teacher also must submit a portfolio of personal and student learning. Portfolios that demonstrate growth in each Experienced Teacher Standard will earn rank change in September 2000. A teacher may take more than one year to complete the professional development plan.

A nonrefundable fee of \$1,200 covers the cost of portfolio scoring and issuance of certificate. One-third of that fee (\$400) is due at the time of application.

More information about the Continuing Education Option for teachers is posted on the Internet at www.kde.state.ky.us/default.asp?m=45&i=1431.

Teachers may request details or a session registration form by contacting Eileen Whaley at ewhaley@kde.state.ky.us or (502) 573-4606.



Schedule of Sessions

Most of the sessions for teachers applying in 1999 for Rank II or Rank I certification or salary rank change through the Continuing Education Option will take place at Kentucky Education Association offices. All sessions are scheduled from 4 p.m. to 7 p.m. local time.

Ashland — March 1, KEA Office, 4328 13th St.

Maysville — March 4, Mason County Middle, 420 Chenault Drive

Ft. Wright — March 8, Corporex Building, 1717 Dixie Highway

Lexington — March 9, KEA Office, 841 Corporate Drive, Suite 105

Louisville — March 11, 5th District KEA office, 735 Executive Drive

Paducah — March 15, KEA Office, 2623 H. C. Mathis Drive

Madisonville — March 16, KEA Office, 145 E. Center St., Suite 2A

Bowling Green — March 22, KEA Office, 1776 Campbell Lane, Suite 300

Elizabethtown — March 23, KEA Office, 1230 Woodland Drive, Suite 115

Barbourville — March 29, KEA Office, HC 84

Russell Springs — March 30, KEA Office, 2340 South Highway 27

Additional orientation sessions may be scheduled for later in the spring.



NOTEWORTHY— With guidance from music lab instructor Donna Lewis, Lakisha Kendrick learns to read music by placing notes on an oversized staff at Russell Elementary in Fayette County. The activity was part of the school's multiple-intelligences approach to teaching throughout the curriculum. For more information, phone Russell Elementary at (606)255-1098.

Photo by Rick McComb

Council approves new program for school administration degree

The Kentucky Council on Postsecondary Education has approved a new master of education degree program in school administration and supervision at four of the state's universities.

The degree offered for the first time this year is designed to give school districts an increased pool of potential candidates for leadership positions. It replaces the long-standing post-master's level preparation program in education administration.

The program was developed in response to a series of actions by the Kentucky Education Professional Standards Board that changed the requirements for certification in school administration. Faculty from Eastern Kentucky University, Northern Kentucky University, the University of Kentucky and Morehead State University collaborated to develop the course. Students will be able to transfer credits for course work between institutions if necessary.

There are two levels of course work.

At Level I, an 18-hour core requirement features school leadership, school law, personnel administration, finance, instructional supervision and a school leadership practicum. Completion of the Level I component permits teachers with master's degrees to take the certification exam to become entry-level principals and administrators.

An additional 18 hours of course work at Level II allows those with a master's degree in school administration and supervision to apply for advanced principal certification. Graduates of the program will be certified P-12 administrators. Previous certifications were segmented as P-4, middle and high school.

Additional information is available from Morehead State University. Contact Victor Ballesterio, assistant professor of education, at (606) 783-2893; Earl Newby, assistant professor of educational administration, at (606) 783-2535; or Susan Maxey, coordinator of graduate programs, at (606) 783-2039.

THE Bulletin Board

By Lisa Y. Gross
Kentucky Department of Education

School-community relations retreat set for April 20 and 21

Attention, district and school public relations professionals, educators, parents and community members who want to strengthen communication and cooperation between schools and the public. The Kentucky School Public Relations Association invites you to a spring retreat April 20 and 21 at Kentucky Dam Village State Resort Park. The agenda includes sessions on these topics:

- publication writing and design
- media relations
- public relations planning, implementation and evaluation
- balancing multiple responsibilities
- dealing effectively with major education issues.

Presenters will include a marketing director and professional journalists, graphics designers, educators and school public relations managers.

The retreat will begin at 9 a.m. on April 20 and end at noon the next day. The registration fee is \$35 per person. To reserve lodging at the park at a reduced rate, phone (800) 325-0146 by March 10.

CONTACT: Dona Rains, (502) 444-5600, ext. 5623; e-mail via the KETS global list or drains@paducah.k12.ky.us.
Registration form available on the Internet at www.livingweb.com/kyspra/99_Spring_Retreat.htm.

Social studies conference scheduled

The Montgomery County school system is planning a one-day social studies conference for middle and high school teachers of all areas of social studies. The conference will be at Montgomery County High School on Saturday, March 27. Session topics will include effective writing in the social studies, teaching humanities, technology applications and how to teach social studies to diverse learners. The Kentucky Geographic Alliance and EconomicsAmerica in Kentucky will provide sessions on how to integrate geography and economics. A registration fee of \$20 includes lunch.

CONTACT: John Williamson, Montgomery County Schools, 212 N. Maysville St., Mt. Sterling, KY 40353; (606) 497-8760; jrwilliam@montgomery.k12.ky.us

Watch 'Inside Kentucky Schools'

Looking for strategies that are working in public school classrooms? Watch "Inside Kentucky Schools," a video magazine dedicated to news and features about education and effective instructional practices.

The Department of Education produces two 30-minute programs each month, and KET broadcasts them on the second and fourth Saturdays of every month, at noon/11 a.m. on KET and 5:30/4:30 p.m. on KET2. The program also is available to local cable channels. Check with your cable company for dates and times of local broadcasts.

CONTACT: Division of Media Services, (502) 564-2000; dfrost@kde.state.ky.us

NASA's Voyager and Pioneer still teaching lessons from space

Voyager 1 and 2, launched in 1977, are still sending data to NASA. Teachers and students can get the latest information about Voyager on the Web at <http://vraptor.jpl.nasa.gov/voyager/voyager.html>. There's even a "Gee Whiz" section about the craft and its accomplishments.

The Pioneer 10 Spacecraft, launched in March 1972, still transmits information from roughly 7 billion miles away. Follow this spacecraft's adventures at http://spaceprojects.arc.nasa.gov/Space_Projects/pioneer/PNhome.html and <http://quest.arc.nasa.gov/pioneer10/mission/release.html>. For quick access to these sites during the month of March, look for the NASA links on the Department of Education home page (www.kde.state.ky.us).

Space station program comes to Louisville

The Louisville Science Center has been named a partner site in the Star Station One program, designed to provide demonstrations and activities to educate students and others about the international space station now under construction. The center will offer educational programming that will be updated each time a new component of the station is launched into orbit. A scale model of the station will be on display in the center's gallery.

Star Station One is sponsored by The Boeing Company and developed by the Bishop Museum in Honolulu and Space Center Houston. The Louisville Science Center, at 727 West Main, is a nonprofit educational institution.

CONTACT: Jason Cissell, (502) 561-6100, ext. 6565; jcissell@louky.org

Kentucky Teacher

MARCH 1999

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Kentucky Teacher

News for the Nation's Most Innovative Educators

MARCH 1999



Photo by Rick McComb

ONE IN A DOZEN — Julie Tallent-Chan emphasizes a point to her class at Seneca High School in Jefferson County. She is one of 12 Kentucky teachers to earn certification by the National Board for Professional Teaching Standards. For her perspective on national certification, see Page 5.

"The national certification process enabled me to better understand not only how I teach but why I teach toward certain concepts. My belief in my profession and its importance is restored. My teaching style is more focused and purposeful."

Cynthia Turner, teacher at Stonewall Elementary in Fayette County, commenting on the impact of National Board for Professional Teaching Standards certification on her career. For more information on the national certification of teachers, see Pages 4 and 5.

Kentucky Department of Education

Wilmer S. Cody, Commissioner